**Introduction**

Between July 16-21, survey responses were collected from students who had been registered in a course through the CCE in the 2014-15 academic year as well as all students currently taking a CCE course (Spring/Summer 2015). In addition to contacting these 2,730 students through an email from MAPS, links to the satisfaction survey were posted on the Association’s website, Facebook, and LinkedIn sites.

83 students started the survey with 55 completing the entire survey. With a 3% sample size, the survey responses do not meet the standard for statistical significance; however, given the competitive nature of post-secondary admissions and the number of universities offering continuing education, CCE would be well advised to consider these results as part of a quality improvement process.

**Who responded to the survey?**

Close to two-thirds of survey respondents were students currently enrolled at the CCE. While the overall participation rate was below the threshold required for statistical significance, looking only at current students, 50 students out of a population of 556 participated; making the survey results – at least for current student respondents – reasonably reflective of students’ opinion.

Almost 20% of respondents were 25-29 years old; which represents the largest single age cohort. That said, the overwhelming majority of respondents fall within the 35-54 age range.
Survey Results

Q2 My primary reason for taking courses through the CCE is/was:

![Bar chart showing reasons for taking courses through CCE]

- Improve promotion prospects
- Obtain/ maintain professional accreditation
- Obtain further academic credentials
- Improve new employment prospects
- Other

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Improve promotion prospects</td>
<td>20%</td>
</tr>
<tr>
<td>Obtain/ maintain professional accreditation</td>
<td>25%</td>
</tr>
<tr>
<td>Obtain further academic credentials</td>
<td>22%</td>
</tr>
<tr>
<td>Improve new employment prospects</td>
<td>18%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
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Respondent’s comments

Combination of improving promotional opportunities and obtain additional academic credentials
CPA designation
To try out a few courses
To improve my clinical research skills as well as prospects of employment

Where Respondents took CCE Courses

- On Line: 52.4%
- In Class: 41.5%
- Other: 6.1%

Last course was completed

- On Line: 52.4%
- In class: 41.5%
- Other: 6.1%

The correlation between these two questions is not surprising given the number of respondents currently enrolled at the CCE.

McMaster Association of Part-time Students
Based on the Fall 2014 Course Access Report, these results are not surprising, as CCE students gave the CCE high marks with respect to scheduling of courses. Neutral – Very Dissatisfied were highest for Level of Assistance by CCE Office Staff, CCE Program Manager.

Respondent’s Comments regarding these dimensions of satisfaction

**Level of assistance provided by CCE non-teaching staff**

- The list of CCE Office Staff should be posted on-line. I only had contact with Program Managers and Instructors.
- Slow response from Admin staff
- Due to a situation beyond my control, personal commitments had to take priority leaving little or no time to study. I explained my situation to CCE staff and asked for extra time to study for my exam but they would not grant a deferral.
- Sandra has always been extremely helpful

**Getting information on CCE Courses**

- There always seem to be a lack of availability of individuals that can assist with questions or concerns
- CCE web site is very informative
- My course was done through my work place.
- Great and flexible way to study (from home)
- What does how to take a course mean, exactly?
- Saturday CCE would be excellent. I would enroll
Process of enrolling in CCE courses
Easy; I have done it always on-line
Issues with Mosaic
After the Mosaic update it seemed to make the course enrollment process not as straightforward as it was before
Your new system implemented in May or earlier was pretty horrible process. Guess you have not worked out the kinks yet.
A large portion of CCE attendees is presumably people attending for professional development. CCE should develop a way for McMaster CCE to invoice organizations. I was almost unable to attend because I did not have the funds to pay up from. These kinds of barriers may be limited your intake.

Quality of Course Materials and Content
The courses were repetitious (both between courses and within the same course) and classes often ended quite early (an hour before or more)
There is room for improvement.
In class courses have higher quality
I found the online course layout and navigating rough. It was not easy to find what I saw the day before. Finding my way around was not easy.
No online courses yet
Texts do not match assignments or quizzes and instructors focus heavily on online discussions not course content
Start online course next week
Course textbooks and material is great. However, instruction is a little less impressive.
Used books never available, new are expensive.

Overall quality of in class learning experience
Instructors often read off the slides without much elaboration.
There is room for improvement.
Some instructors show attitude

Quality/content of in class courses
The content presented was quite generalized and not many real examples provided or presented. Homework supplemented course material but did not succeed at exposing students to relevant documentation, forms etc.
The book is not good. Intermediate acc.

Overall quality and completeness of the last program/course taken at CCE
I transferred to on online equivalent through the Michener Institute in TO and find the course and content to be much more in depth and of value to job experience.
Instructor became personal and I gave me poor grades in the project while I had A+ in rest of my assignments
**Overall value of program/course in relation to tuition**

The course description indicated that it was a 'practical' component of the program. It was just more of the same material covered in other courses. An unnecessary course for a lot of money. The classes could be cut down (CRA program) to three or four and achieve the same purpose with the material currently being taught.

Tuition prices keep rising... and textbooks are too expensive.

Expensive for courses that only focus on online discussions with an exam

It is expensive, but worth it to get it done quick!

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**Instructors**

While the overall survey results tend to indicate positive performance by instructors, the comments made by respondents suggest that there is room for improvement within the CCE with respect to client services and enhanced training and support for instructors.

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**Respondent’s comments to Question 4**

90% of my courses did not provide feedback or assistance

Final assignments before final exam were never given feedback on. A lot of time and effort was put into these final assignments and with no feedback and without knowing how they affected final mark was very disappointing.

I did well on my coursework. I am unsure if the lack of errors contributed to the lack of feedback or if the instructor gave general feedback to all students. Lectures are recordings from the previous year which is apparent in the examples. I appreciate how much work must be required to maintaining one of these classes but I do feel more attention can be paid.

Excellent

My instructor was very committed to helping students succeed in his course.

I never got any feedback on assignments. The instructor didn’t even post any threads throughout the course.

I had taken intro to marketing with B. during fall 2014. He does not respond to posts with an answer nor is he supportive. He would get irritated when students posted questions to each other about assignments. B. would not respond so we had no choice!

Some instructors were more approachable than others

No feedback on assignments aside from a mark

Two very poor instructors with zero feedback, no recognition of textbook theory, only 50% of classes given
...showed genuine concern for students & their comprehension of course materials.

...created an atmosphere that was conducive to your way of learning.

...were available to meet outside of class time.

...provided feedback on course assignments that was helpful to your learning.

...showed interest and enthusiasm in their teaching.
Transferability of CCE courses to undergraduate electives

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<th>Aware CCE Courses can be applied as undergraduate elective credits?</th>
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<tr>
<td>Other</td>
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<tr>
<td>Not applicable</td>
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<tr>
<td>No</td>
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<td>Yes</td>
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Over 30% of respondents were not aware that CCE courses can be used as undergrad elective credits. With 20% of these respondents saying they would have planned their educational path differently had they known, CCE should be doing more to promote this option to prospective and current CCE students.

Respondent’s comments

- Should be customized to meet students with ample work experience.
- Not at the time of registration

If you answered "no" to question 6, would you have planned your educational path differently if you had known this?

- Not applicable 30%
- Yes 21%
- No 50%
Conclusions

• The majority of CCE students were very satisfied or satisfied with courses, content and instructors.

• Approximately 70% of survey respondents take CCE courses to further improve their employment situation.

• Respondents were almost equally divided between those taking on line and those taking in class courses.

• Respondents who were not satisfied with their CCE experience most often noted:
  o CCE staff and program managers were not always available or responsive to inquires
  o Issues using Mosaic
  o Room for improvement with respect to course materials
  o Room for improvement with respect to instructors (objectivity, teaching skills, )
  o Value for tuition questioned with respect to course content

• 70-80% of respondents agreed or strongly agreed that Instructors were giving feedback, created a learning environment, showed genuine concern for students, and were interested in teaching.

• The exception was “were available to meet outside of class time” where more students disagreed or strongly disagreed with this statement.

• The comments made by respondents suggests that there is room for improvement within the CCE with respect to enhanced training and support for instructors.

• Over 30% of respondents were not aware that CCE courses can be used as undergrad elective credits. With 20% of these respondents saying they would have planned their educational path differently had they known, CCE should be doing more to promote this option to prospective and current CCE students.